SUPPORT FOR SCHOLARS

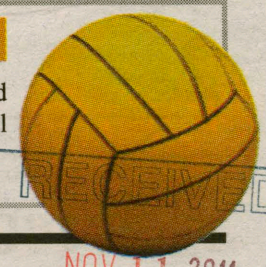
To learn more about President Obama's "Pay As You Earn" student debt plan, see **page 3.**

PHOTO FEATURE

The Munson Williams Proctor Arts Institute is currently hosting an Ansel Adams exhibit. **See page 10 for a review.**

WATER POLO WIN

The men's water polo team placed fifth and defeated major rival NYU. **See page 16.**



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THE SPECTATOR

Thursday, November 10, 2011

Volume LII Number 11

College opens discussion on implications of drinking culture

by Adam Fix '13
News Writer

"So far this year, 13 separate Hamilton students have been found passed out and alone on campus from excessive drinking." Dean of Students Nancy Thompson chose this statistic to open a community-wide discussion on Tuesday addressing the causes of and potential solutions to the recent spike in alcohol-related incidents at Hamilton. While she offered her own answers to both questions, Thompson primarily "wanted to get people engaged in the conversation" about excessive drinking.

Thompson sought both to determine "the negative effects of alcohol on campus" and bring to light the negative effects that "maybe the students don't see."

She noted that there have been 43 incidents that required EMT calls at Hamilton this year, compared to 35 this time last year and 20 in 2009. Thompson continued that "every weekend there is some amount of destruction…when students drink to the point where they endanger themselves."

While she acknowledged a stricter enforcement of alcohol policy this academic year, Thompson called on the entire community to offer alternative solutions.

Many students expressed concern that "there are few social opportunities for people to drink casually," and as a result, the campus fosters a culture of excessive drinking. Most agreed that banning underage and excessive drinking altogether would be a futile effort. Instead they called for the Alcohol Coalition to "help people drink in a safe manner."

Conner Polet '13 shared the story of a friend in Ohio who died after heavy drinking, and pleaded with students and administrators to "do whatever you have to do to solve [the problem]" before any fatalities occur here at Hamilton.

Stephanie Shapiro '13 said, "I have enough faith in our student body that we should never have to wake up one morning and find out that someone passed

*see **Drinking Culture,** page 3*

Senior Gift earns additional $1,000

25 percent participation goal met

by Kate Moore '12
News Editor

The bicentennial class rallied last Friday to meet the 25 percent donation mark, earning a $1,000 donation to the senior gift fund from President Joan Hinde Stewart.

According to Mallory Dawson '12, senior gift co-chair, this gift typically represents 40 to 45 percent of the total senior gift donations, "so it is pretty crucial we meet the deadlines," she said.

The current senior gift committee is turning to innovative methods of generating donations, including collecting funds during Senior Pub Night and setting up a table in Beinecke.

"These are great ways to remind our class of the importance of our gift," said Dawson.

The Class of 2012 Senior Gift is in honor of late classmate Alex Paganelli '12, who passed away tragically last December. The endowment reflects Paganelli's interest in scientific research.

"I think the Alex Paganelli Research Endowment is a great idea, which is why I already donated to it," said Jason Mariasis '12. "It's a great way to honor Alex's memory and will benefit many future students."

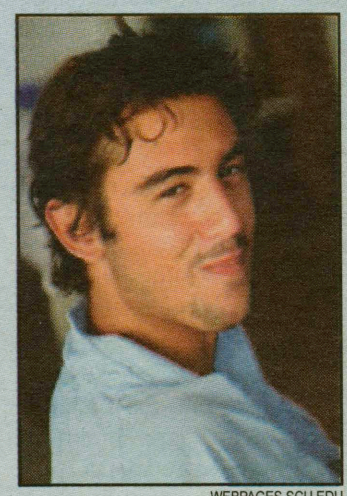
At the same time, Mariasis would like to honor his professors in addition to his late classmate. For Mariasis, this would be a plaque or a book that seniors could edit each year, adding the names of professors who have had a significant impact on a student. "That way, all professors deserving recognition would get it, our gift would be tangible, it would reflect our value system, and it would not only thank Hamilton this year, but also each year moving forward," said Mariasis.

Senior Gift committee member Rachel Ward '12 does feel that a research endowment offers benefits that will be renewed each year.

"As a recipient of summer research grants, I'm grateful for the opportunity I received from Hamilton alumni," said Ward. "I think the gift we chose is really important because it's going to fund future students' work, and that is a major part of what goes on at Hamilton in the summer."

Seniors can donate to the research endowment online, or through one of the upcoming senior night events. The senior gift committee will accept cash, checks, credit and new this year, HillCard funds. The minimum donation is $5.

"The important thing now is to just keep reminding the senior class of the importance of participating and how donations, big and small, can go a long way," said Dawson.



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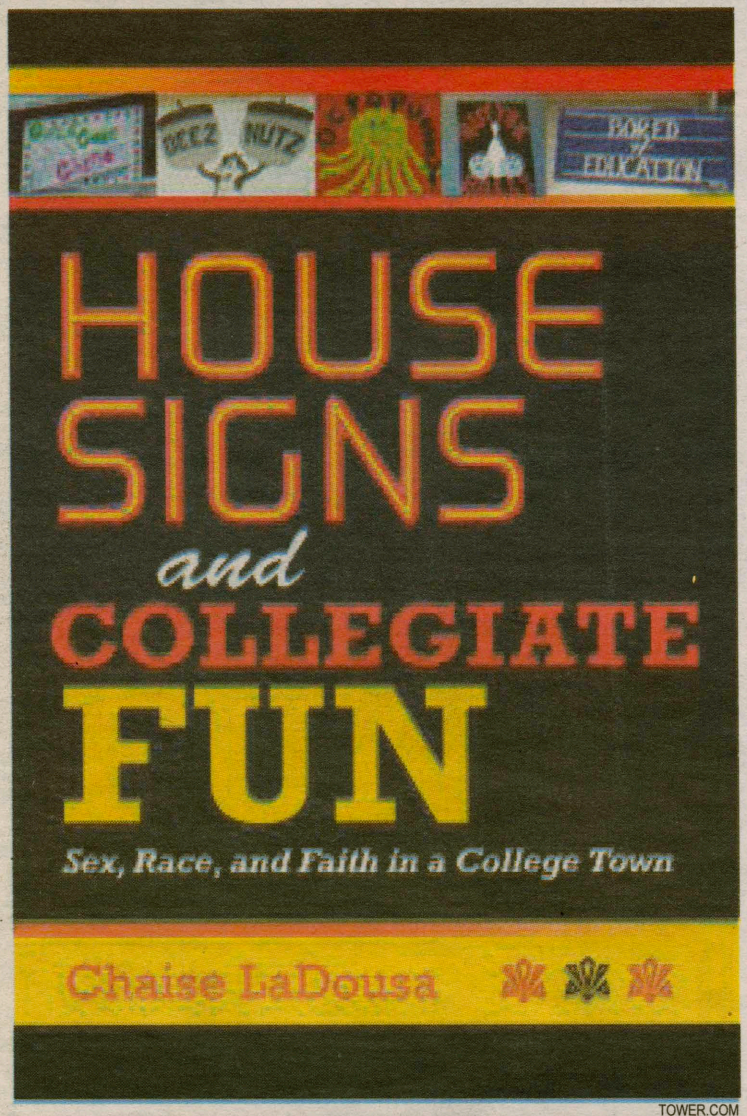


TOWER.COM

LaDousa unites academics, fun

by Kate Moore '12
News Editor

Ten years ago, Associate Professor of Anthropology Chaise LaDousa set off on a quest to prove that academics and fun were not mutually exclusive concepts. To prove this point, he turned to the undergraduates of Miami University of Ohio, and they did not disappoint. Rather, the students turned out to be sources of wit, good humor and significant insight. The elaborate signs adorning their off-campus houses offered concrete evidence of this fact. These signs are the basis for LaDousa's recent scholarly endeavor, an ethnographic study of undergraduates, which culminated in his recently released book *House Signs and Collegiate Fun: Sex, Race, and Faith in a College Town.*

Miami University is a public institution located in Oxford, Ohio. It is not uncommon for undergraduates to live off-campus; indeed, the university made a conscious decision back in the 1970s that providing student housing would not be a priority. As a result, the surrounding town has been more or less taken over by 20-year-olds. The houses in which they reside are distinguished by "house signs" that reflect the creative, and rarely conservative, minds of the college students.

For example, there is a house located across the street from an elementary school with a sign that reads "Strangers with Candy." Two of LaDousa's favorite house names are "Octopussy," which houses eight women each year, and "Tequila Mockingbird." According to LaDousa, such signs offer a unique study of textuality, as well as a chance for undergraduates to contemplate their own representational practices.

A primary motive for LaDousa's research was the dearth of ethnographies that can be read and comprehended by undergraduate anthropology students. He already knows of several classes that are using his book, and he also plans to use it in his Ethnography of Communication course next spring. The research for the book also inspired a new course to be taught by LaDousa: "Youth and Cultural Reproduction."

LaDousa's research was also a response to what other educators deem "the inescapable problem in higher education that academics and fun are incompatible. So, this is my revenge on that misconception," said LaDousa. This "vilified undergraduate fun" is unfair, according to LaDousa, because it reflects media representation rather than reality.

In his book, he argues that fun is an integral part of college. When surveying undergraduates about whether or not they could imagine college without fun, the overwhelming response was "what would be the point?" Though some of the signs could be considered lewd, inappropriate or even offensive, LaDousa notes that none of the house owners took the signs too seriously. The function was not in the message but in uniquely identifying each house. They were not necessarily meant to express philosophical musings on life and culture, but rather to serve as a method of advertising great parties. Indeed, the most common theme among the house signs was alcohol.

LaDousa's new book offers a expose of this kind of thinking among college students and defends the common ground between the academic and the amusing.

New federal programs aim to alleviate student debt with "Pay As You Earn"

by Nora Grenfell '12
Online Managing Editor

"Debt" is the four-letter word that hangs over the heads of many college students, and Hamilton is no exception. President Obama recently introduced legislation that aims to provide relief to many students struggling to repay the massive loans they took out in order to finance their education. The primary benefit to this program is that it allows students to consolidate their federal loans into a single payment, and that it lowers monthly payments so that they do not exceed 10 percent of one's income.

In 2010, Congress approved an income-based repayment plan that capped monthly student loan repayments at 15 percent of their discretionary income over 25 years. Effective July 1, 2014, the limit will become 10 percent over 20 years. The new "Pay As You Earn" proposal, released on Oct. 25, will make it easier for borrowers to cap their payments as early as next year. The proposal bases limits on a borrower's discretionary income, which is any amount earned that is above 150 percent of the poverty level.

The loans that are perhaps the most volatile, however, remain unaffected by this legislation. Private loans sponsored by banks are usually those with the most variable interest rates and also those taken out in the greatest amounts. These types of loans are not connected to the government and therefore cannot be included in Obama's consolidation plan.

Ann Owen, professor of economics, Henry Platt Bristol professor of public policy and director of the Arthur Levitt Public Affairs Center, commented that "the idea behind the plan is that the current rules for repaying student loans are too strict and result in high monthly payments that are a burden for many recent graduates. Also, the hope is that some of these people would then spend some of the extra money they have each month to stimulate the economy."

According to the Hamilton Financial Aid website, the average debt of 2011 graduates who had received loans in their financial aid packages was $20,300. A recent *New York Times* article reported estimates from the Mark Kantrowitz, founder of Fastweb.org, that the national average of debt for the class of 2011 was $27,200 for student borrowing and $34,000 including parent loans.

According to a White House press release, a teacher with $25,00 in debt who was earning $30,000 annually would be able to reduce monthly payments from $287 a month to $114. A nurse earning $45,000 a year with $60,000 in debt would be able to reduce his or her payments from $690 to $239.

Stephen Wu, associate professor of economics, said that he believes that the plan will be beneficial to Hamilton students, in particular, those who may be entering the work place with lower salaries. This legislation may provide relief to students who are nervous to accept lower paying jobs when they are facing loan repayments. However, Wu believes that "those at public universities may be even more impacted as tuitions at public institutions have been rising faster than at private institutions in the recent few years."

A recent *Huffington Post* editorial by Keli Goff stated that the "student debt crisis" was tantamount to the housing mortgage crisis. Her argument is that granting 18 year olds with no credit or job history enormous loans is the type of irresponsible lending that caused the current national loan crisis. Professor Wu took a different stance, stating that "student borrowing and the increasing rates of default are cause for some concern, but not quite to the point of a crisis like the mortgage defaults that we have seen causing so many problems over the last few years."

Wu went on to say that "what is particularly troubling is the amount of borrowing and rate of default for students at for-profit universities," such as the University of Phoenix.

Goff's argument suggested that universities should be more transparent about the actual income opportunities they are offering liberal arts graduates in a shrinking job market. The applicability of her argument to competitive liberal arts colleges remains to be seen, as she does not specify what numbers of student employment would detract from a student debt crisis. Last June, Hamilton's Career Center released an Outcomes Report stating that 72 percent of 2010 graduates are employed, and five percent are "in transition" one year after graduating.

Student Assembly Update

ABC program to be first beneficiary of Philanthropy Committee

by Eve Denton '12
News Writer

Associate Director of Annual Giving Paul Ryan '02 spoke at the Nov. 7 Student Assembly about A Better Chance (ABC). ABC will be the first recipient of funds from Student Assembly's newly founded Philanthropy Committee. ABC is a nationwide organization that opened its doors in Clinton in 1972. Each year, two ninth grade scholars from the Boston and New York City areas join the ABC house, which is located on Hamilton's campus, for a total of eight scholars each year.

Selected scholars are boys who demonstrate a large amount of potential and work hard in school, but do not have every opportunity available to them in their home communities. Upon joining the ABC house, they attend Clinton's local high school and receive help from tutors, in addition to having regularly scheduled study hours, help with college applications from a Colgate admissions officer and weekly visits with local host families. ABC scholars also receive "Hamilton Friend" ID cards that allow them access to the pool, fitness center and other college facilities.

Most of the ABC's operating costs are raised within the local community, including fundraisers such as golf tournaments, flower sales and donations from community members. The program pays rent to Hamilton for use of the house. However Hamilton provides assistance in various ways, including support from Physical Plant and donations of furniture.

Student Assembly's Philanthropy Committee is open to any member of the student body. This year, the committee plans to put coin jars around campus and Clinton, have a pledge donation activity in Beinecke, and sell Valentine-grams. Interested students can contact Laura Gilson '12 at lgilson@hamilton.edu for further information about the committee and how to help ABC.

AMHERST BATES BOWDOIN COLBY CONNECTICUT COLLEGE

NESCAC NEWS

by Min Sohn '15
News Writer

Hazing controversy at Bowdoin

The *Bowdoin Orient* reports that following the recent ruling on a Sept. 16 initiation event, the Meddiebempsters, Bowdoin's oldest a cappella group commonly referred to as the Meddies, have been banned from performing until Mar. 10 under the charge of hazing.

The case began when a first year Meddie was fired from his job at Jack Magee's Pub and Grill after arriving on-site intoxicated. Investigations soon discovered that the first year had consumed alcohol at a Meddies initiation event for its three new members. According to the *The Orient*, the SOOC (Student Organizations Oversight Committee) that gave the final verdict was under the impression that there was a "perception by the first years that the initiation events were compulsory" for entrance into the a cappella group. But as one of the three first-year Meddies told *The Orient*, he never felt pressured to do anything and abstained beyond having "a few sips" of beer.

In the end, the SOOC charged the Meddies with a "deliberation of fear" and "a distinction of members by class year," both violations of the hazing policy. The three first-year Meddies, the "victims" of this case were never interviewed in the SOOC's investigation process. Although the senior members never intended the event to be coercive, and the freshmen willingly participated, Dean of Student Affairs Tim Foster told *The Orient* that the event can still constitute hazing. Needless to say, the senior members of the group are very frustrated over this verdict, and one senior recounted his initiation experience to *The Orient* as something "[he] wanted to [tell] [his] mom about." He also added, "I'm sure that can't be said of the hockey team," referring to the men's ice hockey hazing case that resulted in the College vacating its 2011 NESCAC championship. As one senior Meddie put it, "In light of the other hazing practices that go on at this campus, this is miniscule in comparison." It appears, however, that Bowdoin will not tolerate any case of hazing, big or small.

Colby students on academic steroids

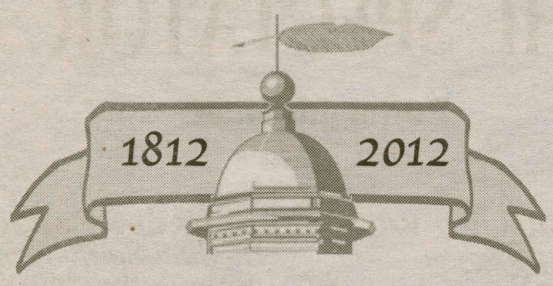
Note: Pseudonyms were used in the original article for students who were interviewed by The Colby Echo.

Adderall is a prescription drug commonly used to treat attention deficit hyperactivity disorder (ADHD) and sleep disorders, such as narcolepsy. Although Adderall is a stimulant, at the proper dosage it has a calming effect on ADHD individuals and allows them to pay attention and focus their behavior. For students on the Colby Campus who have been diagnosed with ADHD, these drugs are essential, but for others, these are performance enhancers that they feel are required to survive the academically challenging environment of Colby.

Take for example Stacey Hayward '12. She told *The Colby Echo*, "Having a heavy workload for one class is one thing, but for four classes simultaneously, it can be overwhelming. And on top of that, they expect seniors to find the time to find a job after graduation." Medical Director Paul Berkner told *The Echo* that stimulants such as Adderall are the third most commonly abused drugs on the Colby campus, behind alcohol and marijuana. Berkner also adds that there are two ways to abuse this medication, as a study aid to increase attention and stay awake longer or as a drug to counter the depressive effects of alcohol, "speedballing," though the former is more common.

Although getting caught without a prescription is a federal offense, this does not stop students from illegally selling or purchasing these drugs. For example, Victor Draper '14 was diagnosed with ADHD in middle school but started selling some of his prescription Ritalin, another study aid stimulant, once he became aware of the high demand and the willingness of others to pay for his pills. Although the campus health center makes it much more difficult to obtain such a prescription, students find that their hometown doctors usually follow a less strict guideline. Abuse of stimulants is not mentioned in first-year orientation in the way that alcohol and other prevalent drugs are even though they have comparable effects. At a competitive school such as Colby, there will always be a desire to get an edge, and as Draper put it, "I doubt that demand will go away anytime soon."

MIDDLEBURY TRINITY TUFTS WESLEYAN WILLIAMS



Jurisprudence minor is legacy of former Hamilton law school

Last week, The Spectator *reported on the availability of a new minor in Jurisprudence, Law and Justice Studies. Tyler Roberts '12 was a major force behind the development of the minor; he began his efforts during the summer of 2010 when he received an Emerson Grant to research the history of law education at Hamilton College. The following is an abridgement of his research.*

by Tyler Roberts '12
News Contributor

Although its prominence in the curriculum has varied over the years, the study of the rule of law has had a place at Hamilton since the mid 1830s when the Maynard Professorship of Law, History and Political Economy was endowed. In 1846, Hamilton appointed alumnus Theodore W. Dwight as the Maynard Professor.

Dwight's appointment was significant at the time because the conventional method of studying law was to shadow a practicing attorney and serve as an apprentice in a law office. Dwight taught required undergraduate courses on Constitutional Law and Municipal Law and lectured on International Law. These courses were not professionally oriented. This academic orientation was made clear in the description of the Municipal Law course that appeared in the college catalogue: "It is a course in the elements of jurisprudence rather than in the idioms of court practice, and it aims to give the student the leading principles of the science and to acquaint him with the idea of our legal system as a whole."

In 1855, Hamilton created a Department of Law, of which Dwight was the head. In practice, the Department was a law school as the Department's students were separate from the College's, the Department conferred a Bachelor of Laws (LL.B.) rather than a Bachelor of Arts (A.B.) and the Department even had its own graduation speakers.

The law school was open to both undergraduate and graduate students, although most of the students were graduate students. Undergraduates were required to attend the law school for one and one third years rather than the one year required for graduate students.

Hamilton's law school was very different from present day law schools in that it was viewed as an alternative to attending a traditional undergraduate college. The law school was professionally oriented but still required theoretical legal study in addition to practical training.

In short order, Dwight became the premier legal educator in the United States. In 1858, Dwight left Hamilton to oversee the creation of Columbia Law School, as well as to serve as its first dean. Hamilton's law school continued to grant degrees for a few years after Dwight's departure but it slowly fizzled out.

Although a definitive explanation for the closure of the law school was unavailable, its closure coincided with the resignation of Francis Burdick, the Maynard Professor at the time. The Maynard Professorship was vacant for the next two years. Since the law program was only one year long, the break would have left the school without students when the next Maynard Professor was appointed. Perhaps it would have taken a great deal of effort to restart the law school or perhaps the new Maynard Professor, Professor Terrett, was not interested in continuing the program.

It should also be noted that during the same period several prominent law programs were founded at large universities—including at Cornell University, University of California at Berkeley and University of Michigan. The creation of competing law schools may have driven Hamilton's program out of existence.

Regardless of the reason for its closure, the study of the law was not given a formal place in Hamilton's curriculum until 2011 when the Jurisprudence, Law and Justice minor was created.

Half-Century Annalist Letter

John H. Gardner, Jr. Class of 1916

The man that makes the whole thing go

At every 50-year reunion, the class annalist presents a letter looking back on his time at Hamilton. In honor of the bicentennial, The Spectator *will frequently run excerpts from these letters.*

[...] At the head of the list [of notable faculty] of course was [former College President] Prexy Stryker. His 25-year tenure of office would come to an end just one year after the Class of 1916 graduated, and he was, therefore, at the very zenith of his career in our day. I hasten to protect the memory of our class by stating that there is no evidence whatever to indicate that we made his retirement seem necessary...

...From the time he arrived on the Hill, things began to happen. Years later when our student body would quite irreverently chant the faculty scruff songs, he rated a genuine tribute to his recognized abilities: "O, here's to Prexy Stryker, O, the man that makes the whole thing go—." No truer words have ever been sung...

...His word was law as to all policies of admissions, and sometimes his opinions about the quality of student were rather scathing. When someone asked how many scholars he had in the student body, he replied at once, "about twenty." It is also asserted by some that he stated that if the student body ever exceeded 200 he would send the 201st man home! But we must also point out that he was always approachable by any student who had a problem, and the well being of the College (as he saw it, of course) was always close to his heart. He was an individual of individuals, and not born to live in a computer age. Education in his view did not depend on devising any new teaching machines, but upon people. He was, of course, pastor of the College Church, compiler of the College hymnal, master of the College choir and editor of the Record. And by no means was it his least achievement to have written our college song Carissima. Generations of alumni will always thank him for that. Again it was Prexy who also managed to secure many of the buildings that still adorn the quadrangle, and thus gave new impetus to the educated life on the Hill. He also saw the endowment funds of the College grow to sizeable proportions, as college endowments were thought of in that simpler day; and in our time he had gathered and developed the excellent faculty that we knew so well...

...At the risk of letting my typewriter become garrulous, may I evoke one further memory, which also involved Prexy. One cold winter day when sliding was fast, our class valedictorian was about to start down the Hill alone; Prexy hailed and asked for a ride down as far as his mansion. When it came time to apply the breaks, Jud put his galoshes down and lifted the front of the sled. Prexy had no galoshes on so he kept his feet up. The result was a sudden stop with the sled facing up the hill instead of down. Those of us who were part way down saw Prexy do the neatest backspin ever. No gymnast could have done better. [...]

Unprecedented frequency of EMT calls causes concern

from ***Drinking Culture,*** *page 1*

away last night."

Chris Delacruz '13, president of the Black and Latino Student Union, noticed that "racist comments almost always have alcohol involved." He mentioned that an "anti-Jewish" party had occurred on campus earlier this year, but like many others at the discussion, Delacruz insisted that "throwing the drinking culture underground [with stricter alcohol enforcement] is bound to make it worse."

Sarah Fobes '12 placed the responsibility on the student body. "We created the drinking culture," she said, "and we have to decide whether it is acceptable to get black-out drunk." She continued to say that "we hold the door for people we don't even know, and I think we should extend that [attitude] to the weekends."

Others remained less optimistic about the possibility of real student involvement. Several students agreed with one speaker's opinion that "there is a collaborative effort to get students involved, but in reality, the administration will do whatever it wants."

As Thompson emphasized, Tuesday constituted only the beginning of an ongoing conversation. Although many problems and possible solutions were presented, all speakers, both students and faculty, agreed with Thompson's assertion that "if we want to be the best college in the country, that kind of thing can't be a part of it."

"Adult beverages" require adult behavior

The recent town meeting sponsored by Student Assembly and reported on in this week's article by Adam Fix '13 provided students, administrators, faculty and other community members a rare opportunity to discuss the issue of drinking in an open forum. This forum was a response to the destruction of property, racist behavior, and high number of EMT calls that have resulted from excessive drinking this semester. Such a meeting is a step in the right direction, unlike the administration-only and behind-closed-doors conversations that have occurred in the past.

We have advocated for more open communication between the administration and the student body, so it is encouraging to see students' opinions being eagerly sought after. It remains to be seen, however, whether or not the conversation and suggestions provided during the meeting will be taken into account. We hope that future decisions will be made with such student input in mind.

Additionally, although we appreciate the sentiment behind the town meeting and the opportunity it gave students to express their views on drinking at Hamilton, we are concerned about the meeting's failure to generate many solutions. Very often these types of open forums end up becoming at best, debates, or at worst, gripe sessions that do not generate any productive solutions or new ideas. We understand that part of the process involves identifying the relevant problems, but we hope that future meetings will be more directed toward finding solutions to these problems rather than simply talking about them.

The high student attendance at the meeting—the Events Barn was packed—is also a positive sign, indicating that students care about their college and about making a difference in addressing the issues that Hamilton faces. However, we worry that many of those students who are responsible for the destruction, inappropriate behavior and EMT calls were, in all likelihood, not the ones in attendance at the meeting. These students are a very small minority of Hamilton's population, and most students are able to keep their drinking under control, do not yell racial slurs, are not assigned points for alcohol-related offenses and do not need emergency medical attention. Finding a way to reach these students needs to be a priority in this move to change the drinking culture.

With that said, students must be held accountable and need to take responsibility for their actions when intoxicated. The destruction of either personal or Hamilton property is inexcusable. The use of Hamilton's social spaces is a privilege, and we need to be conscientious of the fact that others are often left with the unenviable task of cleaning these spaces, as well as the campus on weekend mornings. This responsibility, however, falls on the entire student body, which sets the standards for what is and is not acceptable on campus. If students want to see a change, they must stop enabling their problematic peers.

We are also aware that many Greek organizations saw this meeting as a personal attack on them and on the role of Greek life on campus. Although we do not feel that this was the intent, these meetings offer organizations an opportunity to prove that they can be part of the solution. Greek organizations are a vital element of our social scene at Hamilton and as such, members of these organizations should be vocal and active participants in these discussions.

Focusing on Greek societies and sports teams actually disadvantages those trying to make change, as these groups could be important allies. Additionally, though these groups may be more public socially, their members are certainly not the only students responsible for excessive drinking on campus—students who are neither athletes nor members of Greek societies are equally responsible for Hamilton's drinking culture. Fixing the issues surrounding alcohol requires the participation of the entire community—administration and students alike—and as such, a discussion of how to bring about this change should be a community-wide affair. This meeting is a good first step, but the success of the effort lies in continued joint efforts from both the administration and the entire student body.

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Letters to the Editor are welcome from all students, alumni/ae, faculty, friends of the college and Hamilton community members.

Nevertheless, *The Spectator* has the following policies for submission:

1. Submissions are due by 10:00 p.m. on the Monday before publication. The editors reserve the right to refuse any late submissions.
2. Letters should be no longer than 500 words. The editors reserve the right to cut off letters at 500 words.
3. Letters submitted anonymously will not be printed.
4. The Spectator reserves the right not to publish any letter it deems inappropriate for publication.
5. If a piece is determined to be libelous, an unwarranted invasion of privacy, or an unnecessary and/or unwarranted ad hominem or personal attack, it will not be published.

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Letter to the Editor

Re: Eileen Maier Jones '90: A success story

Eileen Maier Jones '90 is a graduate of Hamilton College and is presently serving in GUAM with husband Michael Jones LT.JAGC, USN. The family children, Ryleigh, Teaghan and Peter Jones are all living in GUAM.

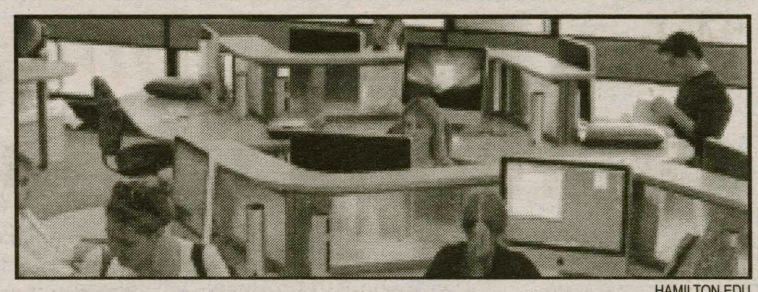
Michael is the Staff Judge Advocate, Commander of the USN Squadron at GUAM.Recently Michael was approved for career status, another step in the quest to serve with distinction.. This prestigious Board, made up of senior Navy personnel evaluated and approved Michael and others for further service serving their country in the US Navy.

Eileen is using her mangement skills she learned at Hamilton, by managing a company called Expo Logistics. This company specializes in planning and delivering logistics for symposiums outside of the USA. This position requires special approvals by countries where the symposium is going to be held. All of the training and skills to achieve such success was fostered during Eileen's tenure at Hamilton where she majored in Economics.

Eileen is also a graduate of Clinton High School and St. Mary's Elementary School in Clinton.

Sincerely,
James Maier
Parent Volunteer, 1985-present

More Letters to the Editor on page 7.



HAMILTON.EDU

More professors should put the Hill's extensive resources to use

by Keith MacArtney '13
Opinion Editor

Have you ever heard of the HILLgroup? Although you have probably made use of their resources at least once in your time on the Hill, few students are familiar with the minds behind our College's technological services.

According to the HILLgroup website, the Hamilton Information & Learning Liaisons group (HILLgroup) is "a collaboration of the Library, Instructional Technology Services and the Oral Communication Center." This group works with faculty members to incorporate Hamilton's extensive technological resources into the curricula of their classes. Also, it is comprised of a Librarian, one or more Information Technology Services (ITS) staff members and Susan Mason from the Oral Communications Center (OCC). While professors design the syllabi for their courses, they are encouraged to make use of HILLgroup.

The problem is, not enough professors are willing to actively incorporate these technological services into their curricula. Many professors would rather continue teaching within their comfort zone, which does not include keeping up with the latest technologies. Too many classes are stuck in the old age of boring, visually unappealing and overused Powerpoint presentations.

However, some professors have taken the grand step to incorporate the most up-to-date technology. Many have also worked to create assignments and projects that require students to design posters, websites, publications and even videos. Moreover, some professors offer extra credit to students who take the additional step to use services like practicing oral presentations with the OCC tutors. Overall, though, the number of professors who actively encourage use of these services is slim.

Today's job market requires a strong grasp on technology. In fact, the Career Center suggests that students include a section on their resumes that lists their relevant technological skills. With the rise of social media and the general shift to web-based information services, a college graduate cannot expect to obtain a job without impressive technological skills; skills that extend beyond the proverbial Microsoft Excel and Word. These skills, while already fostered in most Hamilton students' everyday lives, should also be a major part of Hamilton coursework. I would even go so far to argue that some kind of technological experience should be a mandatory part of the curriculum, like the current Quantitative and Symbolic Reasoning requirement.

From personal experience working with the ITS Instructional Specialists of the HILLgroup, I can confirm that the team is very helpful. Even though other colleges do not have research services nearly comparable to those at the Burke Library, Hamilton students still hesitate to make full use of these essential resources. When it comes to receiving multimedia support, students should make use of the valuable resources that HILLgroup provides. If for nothing else, the assistance that the group can provide will make projects more interesting and visually appealing; providing that extra bit of spark needed to catch the attention of Hamilton professors. Who knows? A visit to the HILLgroup might be exactly what you needed to snag the elusive "A."

While HILLgroup is clearly well-organized, it is obvious that more faculty members should make use of its high-quality services and encourage their students to do so as well. Should more faculty members work to incorporate these services into their curricula, Hamilton students would be ready to grab the overwhelming job market by the horns as well-rounded, technologically-competent citizens.

WANT TO SHARE YOUR OPINIONS?

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Thumbs Up	Thumbs Down	Who Cares?
Goats on Martin's Way: Awwwww!!!!!	Goat shit on Martin's Way: Awwwww....	11/11/11 11:11 PM pick-up lines: "It's 11:11, wanna f*ck?"
Something Has to Change: Weren't the diner fries enough for you people?!	Feminists of Color Collective: Great, more discrimination against white men. Just what this campus needed.	Think Tank: Is it even possible to have an "informal discussion" about "what neutrinos can tell us about science"?
Town Hall Highlight: "Have you seen an Annex party? You HAVE to be F***ED UP in order to remotely enjoy it."	Video Games Music Radio: All of the fun of video games without any of the fun of video games.	Citrus Bowl Shirts: Let's try not to make any flagrant counting errors. I'm looking at you, "Hamilton's 200th class."
Bar Mitzvah Late Night: Shit... Who invited Paterno?	Farm Party: Ironically hosted by the people on this campus least likely to ever perform manual labor.	

by Matt Seaman '12, Andrew Robinson '12 and Michael Magaziner '14

Disclaimer: The opinions expressed in this column are purely of a satirical nature, and are not representative of the views of *The Spectator* editorial board.

Student publications should not limit opinions to Hamilton College issues

by Samuel Gomez '12
OPINION CONTRIBUTOR

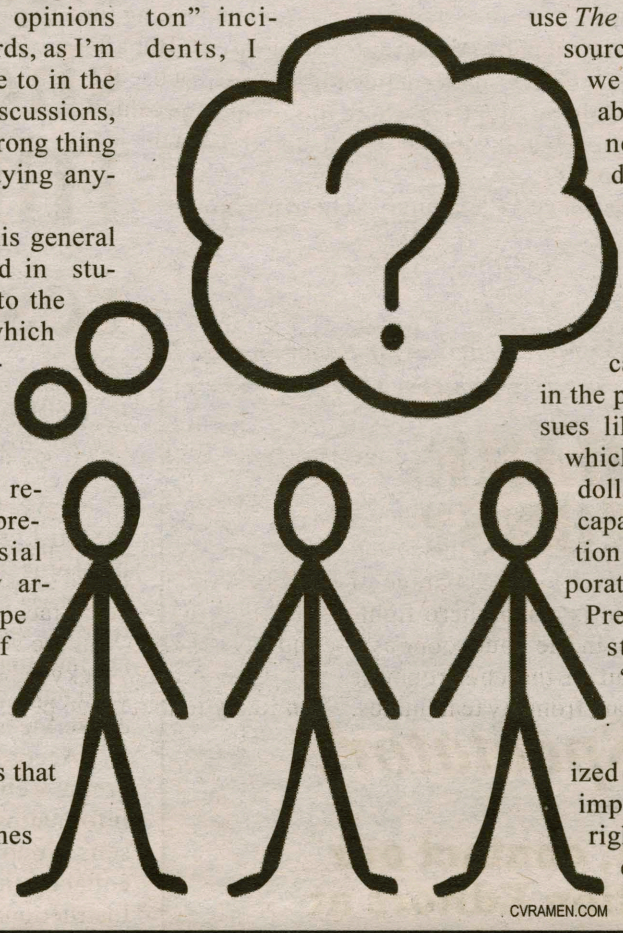
Opinions—we've all got them. Some of us express them openly to our friends, classmates and professors, while others choose to keep them to themselves. Being eloquent, vocal and outspoken about one's beliefs and ideas can serve students well as a marketable skill which applies to various leadership roles both on campus and in the workplace. Imagine my dismay when I picked up last week's copy of *The Spectator*, in which Jeremy Adelman '13 characterized the paper as "feckless," lamenting the loss of student interest in writing for the Opinion section.

I fully agree with the Student Assembly's statement of solidarity which points out that, as a community, we all should "seek to respect the unique perspectives of individuals on our campus." I likewise agree that it is important for students to "consider the implications of their words and actions." It is possible, however, to take this philosophy too far—far enough that individuals' wariness about the possibility of offending others can actually have a chilling effect on their willingness to make their own opinions known. In other words, as I'm sure many can relate to in the context of class discussions, fear of saying the wrong thing prevents us from saying anything at all.

The effect of this general situation is reflected in students' submissions to the Opinion section, which are often more reactionary than critical, concerned with questioning the status quo, fostering respectful debate and presenting controversial viewpoints. Many articles take the shape of condemnation of bad behavior or insensitivity—especially in light of the various bias incidents that happened this year.

One of the taglines in last week's *Spectator*'s call for submissions read: "Startled by a recent community occurrence?"

Rather than reading solely about such "not at our Hamilton" incidents, I wish to see the Opinion section become a broader forum for issues that students feel passionate about. When future historians look back and use *The Spectator* as a primary source for their research, do we want them to read only about how we reacted to negative incidents, or do we also want them to know how we felt about the important issues of our time?



There are many issues which I believe can spark useful debate in the pages of our paper. Issues like the war on drugs, which has cost trillions of dollars, filled our prisons to capacity, making incarceration into a profitable corporate industry. Issues like Presidential candidates' stances on so-called "personhood"—with some pushing to extend legal status to fertilized eggs—and the massive implications for women's rights and availability of certain contraceptives.

Issues like violent police repression of the Occupy movement in Oakland, which resulted in an injured Army Veteran in intensive care. Or how about the fact that in Yemen and Pakistan the Obama administration continuously uses covert and blatantly illegal drone strikes to execute militants without any due process—in some cases even murdering US citizens.

While I realize that the aim of *The Spectator* is to document campus events and initiatives, broadening the discussion to include questions of gender, race, religion or national or international events could lead to more active student engagement in the Opinion section. I know that students have varied opinions on these issues and in many cases can be very passionate and outspoken. By allowing this passion a printed space in the Opinion section, we are apt to read about a more intellectually diverse, engaged and open Hamilton, which will doubtless benefit *Spectator* readers both now and into the future.

Re: "Student publications should not limit opinions to Hamilton College issues"

In reference to the above article on broadening the scope of *The Spectator* Opinion section by Samuel Gomez '12, we, as the Opinion Section Editors, would like to offer a quick response.

Our section primarily serves as a forum for community opinion related to on-campus occurrences. Although most articles are written by students, members of the greater community are also encouraged to submit opinion articles to *The Spectator*. However, we also welcome pieces that focus on topics off the Hill, as long as said topics relate back to the lives of any group of Hamilton community members. To use one of Gomez's example, we would have no problem publishing an article about the war on drugs, as long as the writer keeps his or her opinion relevant to our collective Hamilton experience. While we understand Gomez's argument about opening up *The Spectator* to a wider range of issues, we would like to point out that the section is already far more open than our current articles typically suggest.

Sincerely,

Keith MacArtney '13
and Anderson Tuggle '14
Opinion Section Editors,
The Spectator

Letters to the Editor, continued

Re: "Hamilton's writing intensive ethos should extend far beyond the classroom"

Here in the country of Hamilton College, we respect and provoke freedom of expression. I congruently concur with Jeremy Adelman '13's 'lightly termed' and pleasantly realistic appraisal of our dismal climate, but I'm a bit confused about his beef; id est what he's saying. As a former editor of THE WAG, I see this kind of issue a lot; Mr. Adelman's vocabulary etymologizes to old French more often than Anglo-Saxon or Greek, thus the truly Liberal society, to which I'm sure our audience belongs, has trouble deciphering his froggy prose.

Let's take a closer, and of course pluralist, look at Mr. Adelman's word choice. We find some obvious examples of baguettes, helpfully marked by the traditional italicization reserved for particularly strong borrowings; "raison d'état" and "crème de la crème" we may leave aside as inevitable insertions of a weak-minded thesaurus. Probing the deep structure, we find lurking an insidious dalliance with the most guttural of tongues; Mr. Adelman dabbles lightly with 1) "malaise" from "Fr. malaise, lit. 'ill-ease,' from mal 'bad' + aise 'ease,'" 2) "journalism" fecklessly "regarded as a French word at first, from Fr. journalisme," and 3) "surrealism" indecipherably injected from "Fr. surréalisme (from sur- "beyond" + réalisme "realism")." The list could go on and on, but I fear I make my point irksome; of course, my readers are adequately diachronically aware to trace these blasphemes against the immaculacy of English.

My only point in this discussion being this; the art of criticism requires a precision and awareness at which our technologically corrupted minds and spirits lag and fail. Mr. Adelman's predominantly ill-formed 'opinion' dabbles in Lebensphilosophie; an application of repressive ideology to the concurrent phenomena of our communal life. In fact, we should thank Marx and all the other saints for our media's perpetual incunable period; the teleology of all such apparata being mired in all-out technical rationalization and eventual collective blindness.

I am, Honorable Gentlemen and Sisters, your most obedient and humble servant,

A.V. Matlock '12

Re: "Was the 'Out & Ally" list an effective forum for Hamilton?"

With regards to the Face Off in a recent issue debating the Out and Ally List, I would like to say there are many arguments that can be made for or against the signing and publication of the List. A few such arguments were covered by The Spectator and published simultaneously with the list. The Face Off, however, which sought to further the discussion, only presented limited responses in that both were written by heterosexual men. In this letter I can only speak from personal experience, but I hope to address some of the issues raised from a new perspective.

It is important to remember that sex and sexuality inundate today's media. Whether one chooses to watch Fox News or CNN, Gossip Girl or Glee, to read The New York Times or The Twilight Series, to listen to NPR or 50 Cent, one's eyes and ears will be flooded with other people's choices about sex and sexuality. More often than not it is only the publication of material relating to heterosexual choices that is recognized by society, with queer choices either causing a scandal or generating no mention at all. This, I think, can only be remedied by the media accepting the LGBTQ community, not ignoring it.

Both responses in the Face Off talk about other groups, such as religious or racial, and the issues they face in today's society. The Out and Ally List was not meant to belittle any kind of discrimination but instead to acknowledge one important, too commonly accepted form of discrimination: homophobia. Despite the negative stereotypes that exist about all kinds of people, I cannot agree that "the prejudice heaped upon various other groups compares closely to that faced by homosexuals." No other group in the United States is still denied what the LGBTQ community is, and I have never seen a news report about someone driven to commit suicide because they belong to any other group. Most states still outlaw same-sex marriage, and many will not let same-sex couples adopt. Based on the aforementioned stereotypes I doubt it will ever be possible to completely eradicate bias, but if legal discrimination and inequality can be remedied, then at least the playing field will be even.

In my eyes, the Out and Ally List was most beneficial to exactly those students "who are either still questioning their sexual orientation or still fear the consequences of coming out." The list explicitly states its purpose is "to give hope," to help end "harassment and discrimination" and to let such students know they "are not alone." No student should feel pressure to come out or to be gay from the List's publication, just as no student should feel pressure to be straight from any other publication. As someone who has only recently begun to come out, all I feel from the List's publication is a feeling of support, solidarity and pride.

There is much to be accomplished until this can occur, especially legal equality, as legality and social conventions feed off one another. I hope that Hamilton will continue to be a place where such progress can thrive.

Sincerely,
Helen Farrell '14

FROM WHERE I SIT

HAMILTON'S INTERNATIONAL PERSPECTIVES

by Anqi Wang '15
FEATURES CONTRIBUTOR

Although it is my third month living at Hamilton, everything is still as attractive to me as it was the very first day. At first glance, the campus view was really beautiful with trees and multi-colored flowers throughout the whole campus. The beginning of my freshman year has been very enjoyable, and I hope the following months will be, too.

I live in Root, and my room has large windows so that I can enjoy the scenery of Root Glen every day. My dorm has unique ceilings, reminding me of the delicious waffles in Commons. Kassandra, who is pretty and kind, is the best roommate ever. We decorated and cleaned our room together and made it a cozy and neat little world for us. Whenever I have trouble dealing with some readings, she always gives me a helping hand patiently explaining them to me. I like to study and communicate with her.

I took part in a AA pre-orientation trip which gave me a chance get to know some friends here. The canoeing on Upper Saranac Lake was unforgettable, even though it was not easy because of the bad weather. But I enjoyed the process of canoeing with my teammates and the natural landscape of the Adrondack National Park. It was the first time I tried a Chubby Bunny and Smores, which are silly but super funny. It was my first time being around so many spiders; they were everywhere.

The Ropes Course provided me with a chance to challenge myself. Although the projects looked scary, I felt so excited after doing them, and I even got a prize for my courage of Dare Evil, who is a superhero fighting for justice in the courtroom as a lawyer and out of the courtroom as the masked man, from my teammates.

The first week of studying was not easy. It was an entirely new educational mode for me. There was a ton of reading and writing which needed to be done in English, and it took me a long time to get accustomed to it. But after a week of adjusting, I got used to the classes and gradually, became more and more interested in the lessons. One of the most interesting classes is economics. Professor Sullivan provides us with candies to simulate different market models, enhancing our understanding of the knowledge in the book.

People here are nice. The most impressive thing is that the international students had a big dinner together with food from different countries. Studying together with Kass, Sky, Daniel and Natalie on Calculus has been a lot of fun. Sahyli is a beautiful girl with sweet smile. She likes to pinch my face friendly and say, "Vivien you are so cute!"

Overall, I am lucky to be here. I am lucky to meet nice people here.

PHOTO COURTESY OF ANQI WANG '15

Hamilton honors the work of its EMTs

by Yinghan Ding '12
SENIOR STAFF WRITER

Every second week of November, the National Collegiate Emergency Medical Services Foundation (NCEMSF) recognizes campus-based EMTs for their services to campus communities as part of the EMS week celebration. Founded in 1993, the NCEMSF is committed to "creating a safer, healthier environment on college and university campuses through the support, promotion and advocacy of campus-based emergency medical services." This year marks the ninth annual National Collegiate EMS week, and the College takes this week to honor the Hamilton College Emergency Medical Services (HCEMS) for their dedication to serving the Hamilton Community in times of need.

The HCEMS program started in the early 1980s, when students with different medical training backgrounds grouped together to assist patients and direct them to the health center for treatments. At that time, the health center was open 24 hours a day and 7 days a week in order to provide full coverage for the Hamilton community. In 1993, however, health services at Hamilton were restructured, and the result was that the health center was no longer a 24/7 operation. The need for off-hour EMS coverage gave rise to the restructure of the HCEMS program, as it changed from a loose student-organized service to a structured NY state agency, and all members of the HCEMS were then required to be certified by the state. The newly structured HCEMS uses "to provide pre-hospital care to the Hamilton community" as its new mission.

Currently, HCEMS has 22 student members, including seniors Hailey Bobin, Kayla Brendon, Lauren Brousseau, Sarah Dreyer-Oren, Matthew Farrington, Jeannie Folan, James Kruger, Sara M. Miller and Lindsay Shankman; juniors Alvin Wu, Jamie Azdair, Ethan Ayres, Melanie Hundt, Conner Polet, Susannah Spero and Asheley Sutton; and sophomores Phil Conkling, Jenna Durkee, Tara Hansen, Rob Hayden, Jackie Jasuta and James Stanell. These student EMTs work one or two shifts a week, each which last for 10-17 hours. Weekday shifts are determined at the beginning of the semester, while weekend shifts are assigned on a rotational basis. Each EMT is expected to work 20-30 hours a week, depending on whether he or she is scheduled for a weekend shift or not.

Three EMTs are on call during any given shift. When an EMT is on call, he or she cannot leave campus and is not allowed to drink alcohol during the 12-hour period before his/her shift starts. When Campus Safety receives a call, the officer will use the wireless intercom to notify all three EMTs on call. All three members respond to the call and immediately head to the location of the incident. Upon arriving at the scene, the EMTs do a quick assessment of the patient and determine whether the patient needs to go to the hospital. The EMTs also need to file paperwork after each incident and the health center usually follows up with the patient afterwards. If there are multiple calls at once, the three EMTs split up into groups depending on the condition of the patients in need, and the decision is made by the designated crew chief for each shift. The most frequency calls that the EMTs respond to are related to personal injuries such as broken bones, cuts and sprains. In contrast to the common conception, alcohol related calls are not the most frequent, even though they are most visible to observers.

No one can simply sign up to become an EMT. The application process is highly selective, which requires a formal application, as well as one-on-one and group interviews, where student applicants are evaluated on many grounds. When asked to describe an ideal candidate for the HCEMS program, Diann Lynch, director of the HCEMS, pointed out, "First, the student must have a keen interest in doing this. If a student wants to be an EMT simply because it looks good on his resume, he will not be selected. Second, the student needs to be personable and is able to work well with the team. Leadership skills are important and a sense of humor is also needed to go through some of the tough situations on the job. Finally, the student needs to have good communication skills so that they can communicate well with the patients."

Once a student is accepted in the HCEMS program, they must enroll in a certification course run by the mid-state EMS training personnel. The EMTs-to-be receive a total of 167 hours training in the spring semester, which includes 4-hour meetings twice a week, and eight Saturdays on which they attend labs to work on practical skills in simulated emergency situations. When they are finished with the class, they have to take an exam for the class, as well as a state skills exam and a state written exam to be certified by NY State. Once the EMTs are certified, they still need to take weekly quizzes to ensure that they keep up with their skills.

Many people don't realize how much the student EMTs can do upon finishing their training. They are capable of much more than first aid; they are certified to provide basic life support. There are a variety of things the student EMTs can do, and technically they have the same skills as the EMTs who travel in ambulances and work in hospitals. Their training enables them to do many things such as medical and trauma assessment, airway management, splint treatment, CPR, permission to give patients certain medications and, believe or not, deliver babies.

Many student EMTs, after they graduate from Hamilton, continues to serve their local communities in various ways. According to Lynch, some stay in emergency medicine, some get degree in emergency management and become paramedics and some just stay involved and volunteer for the home community as they go on with their lives.

"They grow up a bit from this experience too," said Lynch. "The EMTs are taking care of people in the same age group as them. Some take care of their friends, and it can sometimes be emotionally attached. They cannot talk about what happens at a call with anyone else except among themselves. They really mature a lot from the experience."

Sara Miller '12, who was elected as a student EMT officer in charge of equipments, agreed with what Lynch described. "It makes me a more confident person," said Miller. "It gives me a lot of confidence every day. Plus, people I work with became really good friends of mine."

"It becomes a very personal accomplishment," said Kayla Brenden'12, who was also elected as a student EMT officer and who was in charge of scheduling. "The EMT experience has become second to academic for me. It's what I get the most out of my experience at Hamilton."

What's more praiseworthy and commendable is that the EMTs are volunteers who do not get paid for their services. To many members of the HCEMS, the lack of compensation is an important part of their job. "We do it just because we want to help people," said Miller. "I've always wanted to be that person in a situation who people could rely on."

Invisible Children aims to end child soldiering

by Sade Oyalowo '14
Features Editor

In northern Uganda, an "invisible" war ensues; on one side is Joseph Kony, a terrorist and leader of the guerilla group Lord's Resitant Army, and the other side is made up of innocent children who live in a world filled with violence. Kony's group engages in a cruel campaign that involves abducting thousands of children from their homes and forcing them to fight for his resistance army.

In 2003, Laren Poole, Jason Russell and Bobby Bailey traveled to Africa on a filmmaking trip that resulted in their documentation of this atrocity of child soldiers in Uganda.

As a result of witnessing this brutality, they created the non-profit organization, "Invisible Children" in order to promote awareness and fundraise to end the use of child soldiers through media outlets such as film.

This previous Sunday, Nov. 6 in Bradford Auditorium, Phi Beta Chi sponsored the screening of a compelling documentary, *Tony*, which follows the eight tragic years of a young boy hiding from guerilla abductors.

Representatives from Invisible Children were present for a Q&A session after the film. The idea to show this movie to Hamilton students derived from PBX's philanthropy chairs, Helen Madsen '12, Virginia Savage '13 and Emma Sisti '14. A friend from another school who had done something for Invisible Children sparked the idea for the society to screen the film.

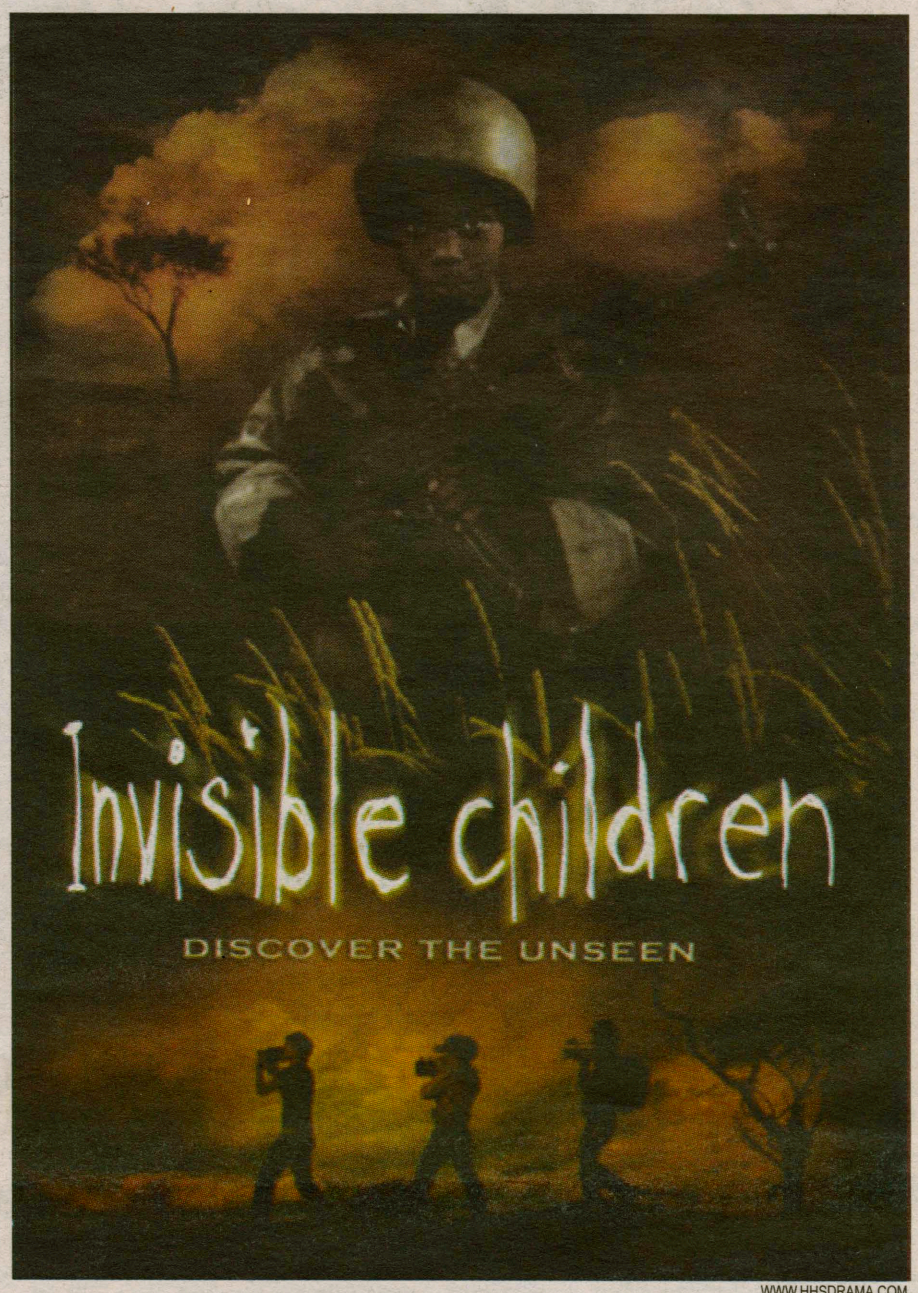
Additionally, they appreciated that Invisible Children had been started and maintained by people their age because it showed that anyone can truly make a difference.

One example of how young people have the ability to make a difference is the fact that Invisible Children just got a bill drafted and passed by President Obama that pledged to create an action plan to go into Africa and find Joseph Kony.

When asked about the importance of the topic of child soldiers, Madsen responded, "I guess it's important for all the obvious reasons: that the use of child soldiers is horrifying and completely corrupts and ruins the lives of the children."

These kids are taken from their families and any opportunity at education, whereas most of us at Hamilton have a great opportunity to learn and are supported by our families. Mostly [PBX] liked the way Invisible Children was going about things (building schools, giving out scholarships, creating jobs), because it seemed to be more than just hand outs and was actually a sustainable practice.

Invisible Children remains committed to seeking sustainable solutions to foster an environment that encourages peace. They address the need for access to education and economic development through innovative programs on the ground. They seek to rebuild schools, educate future leaders and provide jobs in Northern Uganda. Most importantly, they seek action to end the use of child soldiers.



WWW.HHSDRAMA.COM

HEAG's Corner: Noise pollution—the dangers of sound

by Tracy Mazerolle '15
HEAG Member

This is part of a series of articles that will be published intermittently throughout the year. They are written by HEAG members, but they do not necessarily represent the opinions of the entire organization.

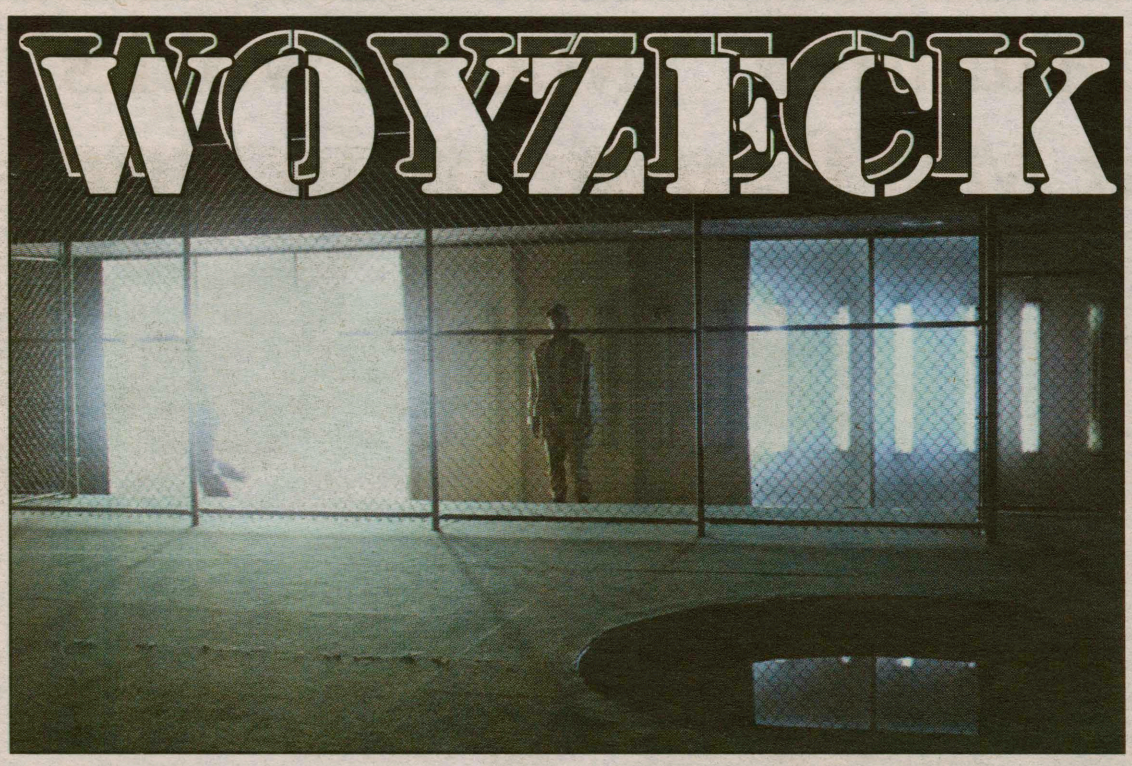
When you hear the word "pollution," what types of images flash through your mind? You probably picture a murky river tainted by a nearby factory's runoff, or a dark gray haze hanging eerily over a city. In short, you are probably visualizing some form of water or air pollution. But there is another kind of pollution that is damaging our environment—pollution that is heard rather than seen.

The EPA defines noise pollution as any "unwanted or disruptive sound that diminishes one's quality of life." Some common noise pollutants include heavy traffic, construction sites and large-scale transportation, such as planes, trains and boats. Unsurprisingly, noise pollutants have been proven to adversely affect human health in many ways, including increased blood pressure, heart disease, hearing impairment, sleep disruption and stress-related illness. What one might not consider, however, is the impact that disruptive noise levels have on the environment. Without a doubt, noise pollutants often have an injurious effect on the reproduction and survival of wildlife. According to Michael Bloch of greenlivingtips.com, "noise disturbs feeding and breeding patterns of some animals and has been identified as a contributing factor of the extinction of some species." Furthermore, military sonar and motor boat noises pose an enormous risk to marine life such as dolphins and whales, which rely on echolocation to navigate the ocean. Noise pollutants do not affect only animals, either—they have been shown to stunt the growth of certain plant species, as well.

Realistically, we cannot completely eliminate noise pollution—after all, buildings need to be built, and people need to travel. We can, however, each consider our individual contributions to our area's noise pollution and do our part to reduce them. So the next time you're jamming to Lady Gaga from your stereo (admit it, you do it all the time), consider turning the volume down a few notches (however great of a song "You and I" might be). The world outside—not to mention your dorm mates—will thank you.

WWW.CHINAENVIRONMENTALLAW.COM

WOYZECK



ALL PHOTOS BY TOM YOUNGBLOOD '13

Clockwise, from left, Woyzeck (Kadahj Bennett '12) stands behind the chain-link fence; Marie (Shayna Schmidt '12) puts the Child (Josh Bridge '14) to sleep; and Woyzeck confronts Marie about her affair.

by Taylor Coe '13
Arts and Entertainment Editor

Woyzeck is a fascinating play that stands somewhat alone in theatre history, a strikingly original work far ahead of its time. The author of the play, George Büchner, wrote the play in his early twenties and died in 1837, before he could complete it. The play tells the story of German soldier Franz Woyzeck, who, through a combination of social pressures and jealousy, descends into madness, eventually killing his lover Marie, with whom he has a child, due to her interest in another soldier.

Through *Woyzeck*, Büchner demonstrates that he was ahead of his time as both a writer and a thinker. The expressionistic style of the play directs one to comparisons with much later playwrights in a post-WWI world. But, beyond the innovative writing, there are the modern themes with which Büchner struggles, such as the authority of medicine, the issues of a class-based societal structure and gender relations, among others, many of which predate important thinkers and philosophers who expressed ideas along the same lines.

For instance, there are scenes in *Woyzeck* that deal overtly with Marxist theory, although Büchner's death in 1837 predates Marx's *The Communist Manifesto* by 11 years. Of course, what came to be identified as Marxist ideas were at the time brewing in European thought, but, nevertheless, *Woyzeck* stands out as something of a marvel: a meditation on Marxist themes before Marx had articulated those themes himself.

The play itself—constructed out of a series of short scenes Büchner left behind after his death—consists of equal parts chaos and concision. Many scenes tend to the absurd, but all that instability is reined in by Büchner's attention to detail.

Thinking on the brilliance of those scenes, I came away from the play with the sense that many of them could capably stand alone. A number of scenes leap to mind immediately: the passionate scene between Marie (Shayna Schmidt '12) and her new love interest the Drum Major (Jonathan Higginbotham '12), the shaving scene between Woyzeck (Kadahj Bennett '12) and the Captain (John Whitney '12) and the series of scenes between Woyzeck and his fellow soldier Andres (Nicolas Keller Sarmiento '13).

The success of these scenes is, of course, only partly due to Büchner's writing; much credit has to go to the cast.

Every major character in the play was excellently handled; it goes without saying that Bennett was tremendous in the title role. An almost schizophrenic character—angry and jealous one moment, subservient and reflective the next—Bennett follows the twists and turns in Woyzeck's mental state with startling acuity, effectively documenting a descent into madness. Schmidt's turn as Marie is equally impressive, providing an extraordinarily sympathetic portrayal of a woman trapped by the expectations of a patriarchal society.

Three other cast members with central roles in the story—the Mike Bickal '12 as the Doctor, Whitney as the Captain, and Higginbotham as the Drum Major—also supply terrific performances, especially Bickal, whose nuanced swagger holds sway over other characters whenever he is on stage.

While the acting was noteworthy, the most fascinating feature of the production was, without a doubt, the staging and set design. Put together by the director, Professor of Theatre Carole Bellini-Sharp, and the set designer, Visiting Assistant Professor of Theatre Andrew Holland, the set is minimal, yet highly provocative.

The immediate shocker, as anyone who has seen the production already knows, is the stage flip orchestrated by Holland, such that the location of the stage, normally at the east end of Minor Theatre, is switched around to take the place of the normal seating area. Thus, entering the theatre is an awkward experience; many theatergoers, myself included, attempted to walk straight out onto the stage, clearly having the normal seating arrangement in mind. The stage flip asks the audience to undergo a process of spatial reorientation before the play even begins, pushing the audience to think carefully about the choices made about the set.

But the conceptual play with the audience doesn't end there. The stage floor features two circular pits several feet in diameter, one filled with sand and the other with water, surrounded by green carpet. Surrounding the stage is a chain-link fence with several gates and a section at the back of the stage that recalls the set-up of a dugout fence on a Little League baseball field.

That connotation of "field," not so much a literal sports field as an area of play, is evoked throughout the production. Bickal's Doctor, although carrying a cane and sporting a limp, dexterously scrambles down the chain-link fence from the balcony area of the set. Bennett's Woyzeck almost never stops running. The set is almost a playground of manic energy and movement.

Upon understanding the stage as a kind of field of play, the entirety of Minor Theatre is transformed into a larger, more expansive area of play—reflecting back to the stage flip and its effect on both the audience and the performers. That transformation highlights the irony of *Woyzeck*; while Woyzeck is trapped within a strict social hierarchy, his story itself escapes that hierarchy and is granted the freedom of the theater, opening up an opportunity to escape through art.

But, as much as I've made of critically interacting with the text and the set design of the play, the production is worth seeing solely for its strong performances. It would be hard to ask for a better Woyzeck than Bennett. The production will run its final shows Thursday, Nov. 10 through Saturday, Nov. 12 at 8 p.m. as well as a matinee show at 2 p.m. on Nov. 12. Tickets for students and seniors are $3 and $5 for the general public at the door.

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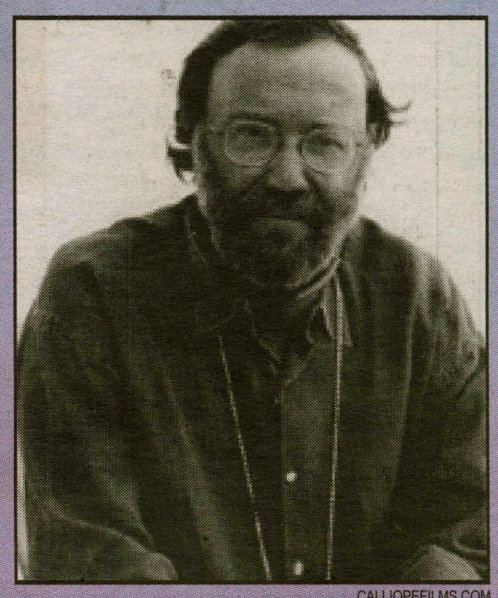
Chuck Workman

Known for his film montages that have accompanied the televised Academy Award shows for many of the past 25 years, Workman is the one of the world's foremost montage filmmakers. His Academy Award-winning short film *Precious Images* features brief clips from hundreds of famous films, creating a memorable montage that ranges over the entirety of film history.

F.I.L.M. Series

Sunday, Nov. 13
KJ Auditorium
2 p.m.

Precious Images / Visionaries



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WHCL CORNER

The Problem with WHCL

by Ian Wayne '12
WHCL Senior Advisor

(A Satirical Essay, in the Style of Nick Richards '12, Engineer)

We've got a brand new station. It's about a million times better than the d**n basement in Bristol, but the idiots who installed all our equipment still buggered everything up. Let me tell you about all the problems. First of all, the ventilation system is always on the fritz. Every time I go in there to do a show, it's about 95 degrees, and the AC is turned off. It should be turning on by itself and all the freakin' idiots who are in the station before me have to do is push "on" and the thing will start working. It just grinds my gears.

The next biggest problem, which is probably bigger than the ventilation system but pisses me off a little less, is the emergency alert system, the EAS. It's constantly broken, and no one would ever know but me, because I'm the only one who has to fix the d**n thing. Every week. It's never that big of an emergency anyway, and who around here is going to do anything anyway? Waste of money if you ask me. I get that we have to have it, but it's stupid nonetheless.

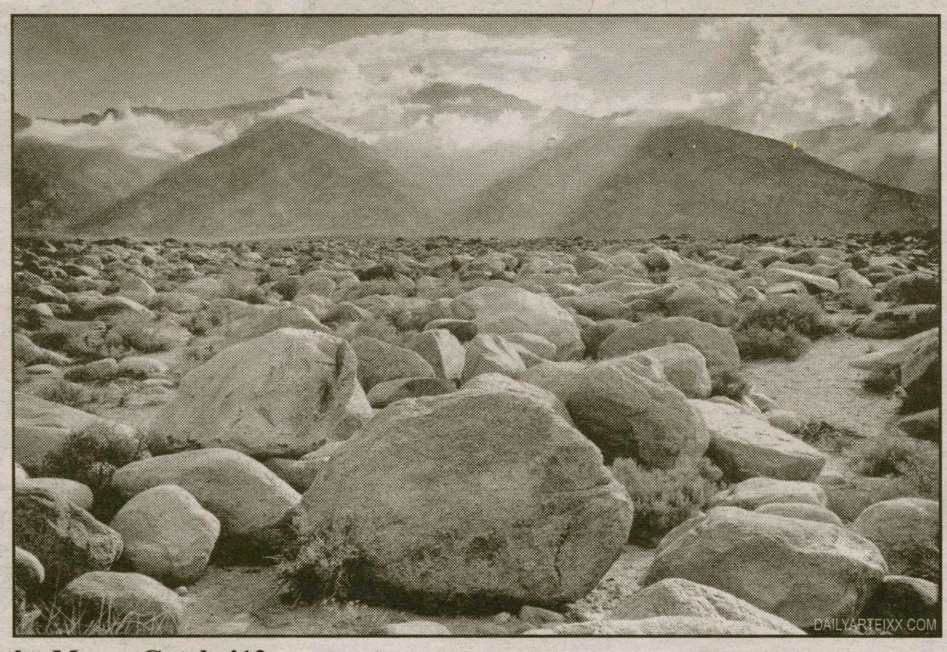
The biggest problem of all, which pisses me off more than the EAS or how d**n hot it is in the station, is the stupid E-board meetings every week. I get there on time, ready to talk about whatever b******t we have to talk about. Then I yell about stuff for about half an hour, and then we leave. Useless. I'm sure as hell not going to some Hamilton Hummer, or whatever the story-teller thing is called. And indie music sucks. I go every week though, because the EAS is always broken, and we have to send it in for repairs.

In conclusion, WHCL is pretty much a waste of time for everyone. Sure, they put on concerts, and DJs get to hang out in the studio and break all the equipment, but it's all a waste of time. After all, we're only on this earth a short while, and I see no sense messing around with things that aren't of true value. Please don't mistake me for a misanthrope; I'm sad to say my seeming unkindness is more a reflection on my own sadness at the state of our community. What if people spent as much time caring for one another as they spend playing bad music and breaking headphones? It sure would be a different place. I found solace in hardcore and death metal for years. Maybe what I need is to focus on a different form of expression.

Until next week,

NR

Ansel Adams's "Masterworks" stuns at MWP Institute in Utica



by Maeve Gately '12
Art Critic

"Ansel Adams: Masterworks" is part of a series of exhibits presented at the Munson-Williams Proctor Art Institute in Utica in conjunction with the museum's 75th Anniversary. The exhibit contains 48 photographs, which Adams selected and considered his best works. Most are from the period in the 1940s, during which the artist was commissioned by the United States Department of the Interior as a Photo Muralist, and document the country's national parks.

Adams himself was a revolutionary in 20th-century photography. Along with a group of artists known as f/64 (a term that refers to the narrowest aperture setting—an opening through which the exposure is made the sharpest and most defined) who cast aside the soft-focus, picturesque photographic ideals of the turn-of-the-century, Adams developed a style that was precise, harsh and starkly beautiful.

The works themselves are stunning. Crystalline vistas of sharp mountain passes, trees adorned with snow so thick it hangs in heavy rivulets, frozen waterfalls and remote forest pools—all are diffused with a bright luminescence and sharp shadows and seem nearly to shine before the viewer. Some are cold and distant, others nearly tactile with imagined texture. Views of Yosemite abound, as do river vistas. A sand dune in Death Valley is a simple line across an abstract tonal space—so perfect it's hardly real.

If a human presence remains in Adams's world, it is only as a contrasting element, minimal and secondary, in menial relation to the sweeping majesty of nature. *Moonrise, Hernandez, New Mexico* depicts a low town, dotted with cross-shaped gravestones and square roofs, almost crushed beneath a massive, jet-black sky. The outlines of snow-capped peaks, rolling clouds and a single, waxing moon hang serenely above, making the town no more than the feeble construction of a toy railroad set, its inhabitants mere passersby through an eternal and powerful world. We, Adams seems to invoke, are mere observers and can do little more than stand in awe, an emotion he evokes with ease.

In addition to these landscape views, there are three portrait photographs and an image of a Buddhist tomb in the exhibit. While these are works of social exploration and touch upon issues of urban poverty (as in *Trailer Camp Children, Richmond, California* from 1944), Adams's style comes out in the raw, human emotion present on the faces of his subjects and in his sharp, instantaneous capture of those moments in time.

From top, *Mount Williamson, The Sierra Nevada, from Manzanar, California*; *Moonrise, Hernandez, New Mexico* and *Golden Gate Before the Bridge*.

Though formally just another mountain landscape, shot from the ground across shining stones and up to softly peaked mountains dusted by morning clouds, *Mount Williamson, The Sierra Nevada, from Manzanar, California*, 1945, has strong social undertones. Adams took a series of photographs of the land surrounding Manzanar, one of the most infamous Japanese internment camps in the Second World War, out of his concern for the camp's inhabitants and his hope that the stark surrounding landscape might somehow strengthen their characters. Nature can therefore play a role in human lives, but again, it is our association with the earth, and not the reverse, that makes us worth documenting.

In all of his works, Adams captures a moment before the vast urbanization and industrial upheaval of the mid-twentieth century drove the ruggedly beautiful to the wild and remote vestiges of this country, documenting places that seem as ageless and powerful as the earth itself. The viewer who stands before such works has the distinct impression she is utterly alone in a rugged, volatile and harshly beautiful universe, that we, in all of our expansion and ecological destruction, can do little to touch this ethereal creation.

In 1932, Adams got up on a windy morning, stood at the mouth of San Francisco's Golden Gate Bay and took a shot of the wide water and thick white clouds with a single boat sailing serenely through the expanse. This picture, later titled *Golden Gate Before the Bridge*, became one of the photographer's most famous works, not least because it captured a reality that no longer exists: in 1937, the Golden Gate Bridge was constructed to link the transport networks of the bay area, and, though this project has long been considered one of the feats of modern engineering, the quiet bay is now gone. Gone, that is, save for in a few distant memories and Adams's gelatin silver print.

For in the end, Adams does that for which all artists strive all of their days, for which he rose at dawn and climbed remote, snow-filled trails up the sides of cliffs, to stand in a specific spot at a specific time, and pressed a button in the hopes that this act might somehow translate the immortal into something we can touch and feel and hold onto, if only for the present. And though he may be dead and glaciers melting and Golden Gate bay crossed with steel, for those 40 minutes in which the viewer stands in the long, rectangular gallery lined with his works, she is as that quiet bay on a windy morning, lined with clouds: in touch with the eternal and thus untouchable.

Symphony Syracuse to visit Wellin Hall

by Allison Eck '12
EDITOR-IN-CHIEF

Artistic worlds collided when composer Hector Berlioz first set eyes on the Irish actress Harriet Smithson. She played Ophelia in Shakespeare's Hamlet; he— the 19th century romantic—watched her from a distance. Berlioz's *Symphonie Fantastique* was an expression of that unrequited love, and in writing it, he became a musical revolutionary. Oh, and he won over the girl, too.

Worlds collide again next Thursday, Nov. 17 at 8 p.m., as Hamilton's own Associate Professor of Music Heather Buchman takes the stage to conduct Symphony Syracuse in a performance consisting of Weber's *Euryanthe* Overture, Mozart's Third Horn Concerto and Berlioz's *Symphonie Fantastique*. Hamilton is currently involved in efforts to resuscitate the former Syracuse Symphony Orchestra (SSO) through a Summit designed to forge strategic relations between the musicians and other interested parties.

The first piece on the program is the overture to the opera *Euryanthe*, which, along with Weber's other operas, laid the groundwork for Richard Wagner's lush, titanic compositions. The piece features a haunting slow section in B minor for eight violins, which represent the ghost of one of the characters in the opera. It's "a barn-burner," said Buchman.

Weber's use of *leitmotif* (a recurring theme used to represent a particular person, place or idea) predated Wagner's maturation of the concept, and foreshadowed Berlioz's *idée fixe*, which, in *Symphonie Fantastique*, is the theme used to evoke the artist's beloved whenever he sees her. Dreams and desires, meadows and marches, grotesques and goblins endow this programmatic work (a piece that follows an extra-musical narrative) with a generous amount of color for its time. *Symphonie Fantastique* also expanded the Beethoven-period orchestra to include tuba, bells, English horn (a shepherd's pipe), harp, and two timpani players to produce "thunder."

Julia Pilant, hornist in the Metropolitan Opera Orchestra, as well as former SSO musician and Hamilton adjunct instructor, will perform Mozart's Third Horn Concerto, a graceful but at times romping complement to the excitable Berlioz and Weber.

Tickets are $15, $10 for senior citizens, and free for students (despite the advertised $5 charge).

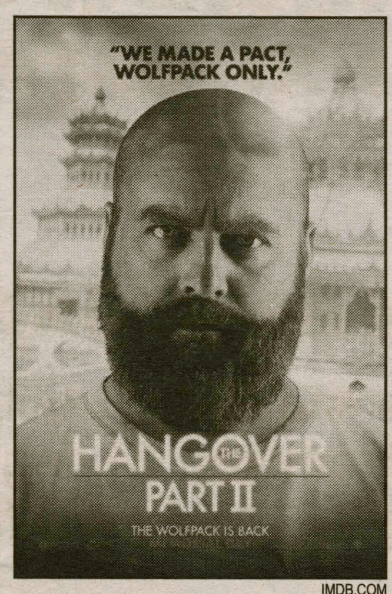
A&E weekly schedule

The Department of Dance and Movement Studies presents:

Fall Dance Concert

featuring Hamilton students dancing to choreography by Bruce Walczyk, Elaine Heekin, and guest choreographers.

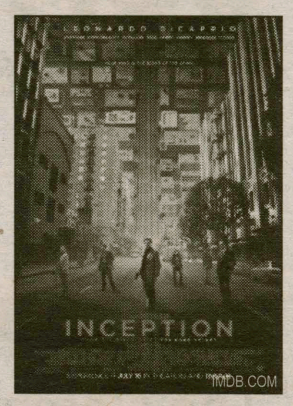
FRIDAY, NOV. 11
SATURDAY, NOV. 12
8 P.M.
WELLIN HALL
$5 GENERAL ADMISSION
$3 SENIORS AND STUDENTS



Inception
6 p.m.

The Hangover Part 2
8:30 p.m.

Friday, Nov. 11
KJ Aud



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HOW DID THE COMMON READING INSPIRE YOU?

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Invited students will get the opportunity to exhibit their artwork at the Burke Library and discuss their projects at a public reception.

ELIGIBILITY

- All Hamilton College students are eligible to enter.
- All media and creative art forms will be considered. Projects may include but are not limited to: painting, sculpture, drawing, photography, poetry, music, video, performance, plays, digital arts and short stories.
- Works in progress are eligible.

APPLICATION PROCEDURES

Interested students must submit a completed Common Reading Invitational Exhibition Application Form and required supplementary materials **on or before February 10, 2012** at:

www.hamilton.edu/gallery/commonreadinginvitationalexhibition

SELECTION

A committee will select works for the exhibition. Applicants will notified of their acceptance.

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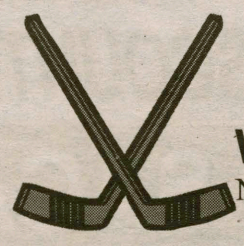
HAMILTON SPORTS
WINTER SCHEDULE

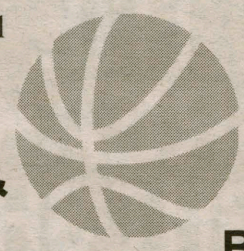
MEN'S HOCKEY
Nov. 18 @ Amherst, 7 p.m.
Nov. 22 vs. SUNY Cortland, 7 p.m.
Nov. 26-27 @ Skidmore Invitational
Dec. 3 vs. Trinity, 7 p.m.
Dec. 4 vs. Wesleyan, 3 p.m.
Dec. 10 vs. Williams, 3 p.m.

MEN'S SQUASH
Nov. 18-19 @ Williams Invitational
Nov. 30 vs. Colgate, 6:30 p.m.
Dec. 3-4: Hamilton Invitational

WOMEN'S HOCKEY
Nov. 18 vs. Amherst, 7 p.m.
Nov. 19 @ Amherst, 4 p.m.
Nov. 29 @ Utica College, 7 p.m.
Dec. 2 vs. Conn, 7 p.m.
Dec. 3 vs. Conn, 3 p.m.
Dec. 6 vs. SUNY Oswego, 7 p.m.

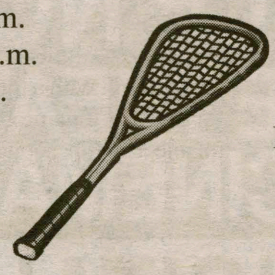


WOMEN'S SQUASH
Nov. 18-19 @ Williams Invitational
Dec. 3-4: Hamilton Invitational



MEN'S BASKETBALL
Nov. 18-19: Hamilton Tip-Off Tournament
Nov. 22 vs. Morrisville St., 3 p.m.
Nov. 26-27: Hamilton Thanksgiving Tournament
Dec. 1 @ Utica College, 7 p.m..
Dec. 3 @ SUNY IT, 3 p.m.
Dec. 4 vs. Cazenovia, 4 p.m.
Dec. 7 @ Rochester, 7:30 p.m.
Dec. 10 vs. Vassar, 4 p.m.

M/W SWIMMING & DIVING
Nov. 19 @ Ithaca, 12 p.m.
Dec. 3-4 @ Wesleyan Invitational



M/W INDOOR TRACK
Dec. 3 @ Cornell Relays, 10 a.m.

WOMEN'S BASKETBALL
Nov. 18-19 @ Buffalo State Invitational
Nov. 21 vs. Skidmore, 7 p.m.
Nov. 28 vs. Elmira, 7 p.m.
Nov. 30 vs. Union, 7 p.m.
Dec. 3 vs. Utica College, 2 p.m.
Dec. 6 @ Wells, 6 p.m.
Dec. 10 @ Morrisville St., 7 p.m.

PHOTO BY MIKE DOHERTY

The men's hockey team looks to win the NESCAC again this year.

Men's ice hockey to play home opener at historic Clinton Arena

by Alexandra Orlov '13
Sports Columnist

Been craving the slash of blades on ice, the thwack of stick against puck, the roar of the bleachers in Sage Arena? Never fear, hockey fans. The men's hockey team plays its home opener against SUNY Cortland on Nov. 22 at 7 p.m. at Clinton Arena.

Last season, the men's team succeeded in winning the New England Small College Athletic Conference (NESCAC) with their record of 11-4-4. The men's overall record was 14-7-4. Though the team was seeded No. 1 in the conference championship for the first time, the Wesleyan Cardinals beat the Continentals during the championship quarterfinals.

Nicknamed "road warriors" last year, the men's team prevailed through numerous away games and ended the season with an 11-3-1 away record. Notably, the Continentals beat SUNY Oswego, then-seeded No. 1 in Div. III.

Captain Brian Kelly '12 and seniors Anthony Scarpino '12, Sam Choate '12 and BJ Lalonde '12 lead the squad this season. The program will miss two-time captain and scoring powerhouse Joe Buicko '11, who tallied 86 goals for Hamilton during his Hamilton career.

NESCAC rookie of the year Michael DiMare '14 will hopefully bury some pucks for the Continentals this season. Last season DiMare scored 15 goals, the highest of any NESCAC freshman. Scarpino, Kelly and Anthony Ruberto '13 are other top scorers for Hamilton.

The Continentals also have a notoriously strong defense, led by Lalonde and Andrew White '13. Named "Most Improved Player" by the coaching staff last year, Phil DiDonato '13 will also provide the Continentals with key blocks. Returning goalies include Cam Gibbar '13 and Joe Quattrocchi '14.

The home opener against SUNY Cortland on Nov. 22 at Clinton Arena will be a fundraiser for Clinton Youth Hockey. Federal Access Credit Union will provide "thunderstix" to the first 500 fans, and admission to the game will be $5 for anyone over the age of 14.

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Hazlett and Smith have high hopes

from ***W. Hockey,*** *page 16*

of freshman scoring (goals plus assists). Hamilton was the only team to have three players in the top eleven. Also, Lang was Hamilton's only skater to earn NESCAC Player of the Week honors. The sophomore talent stretches to defense where Hannah Jaiven '14 registered the fifth most points for a freshman defenseman. Jaiven and Haskins are injured at the moment, but they should return no later than the end of winter break.

Juniors Hazlett and Katie Zimmerman will log valuable ice time for the team, as well. Hazlett, a starter since her freshman year, made the fourth most saves in the NESCAC and had the fifth best save percentage. Zimmerman overcame a serious knee and averaged almost a point a game, good for second on the team and 20th in the NESCAC. She looks to become one of the team's leading goal scorers now that she's fully healthy.

While Hamilton's new style of play should improve an offense that finished sixth out of nine NESCAC teams, Hamilton will have to improve its special teams. Despite inducing the second most penalties, Hamilton converted only nine percent of its chances—second worst in the league. On the flip side, the team ran a solid penalty kill but still finished in the bottom half of the league. In order to compete at a high level, Hamilton will have to improve its consistency and special teams, but the team likes its chances.

Hazlett and Smith believe the team's hard off-season work has rejuvenated the team's commitment to winning. And while the roster is relatively small, Hazlett sees it as a positive: "I'd rather have low numbers if everyone is working hard." With a new system and a solid roster from top to bottom, women's ice hockey is optimistic about its season-opener against Amherst on Nov. 18. And projecting forward, the team is equally optimistic about its season. As Pallen said, "I think this will be a really good year to be a Continental."

PHOTO BY MIKE DOHERTY

Coach Stetson's defense struggled in Saturday's loss.

Football falls despite offensive success

by Dave Meisel '13
Sports Staff Writer

Hamilton's play on both sides of the ball flip-flopped like a politician on Saturday.

Hamilton had its best offensive showing of the year but its worst defensive showing of the year as it lost to Middlebury by a 40-21 score on Nov. 5.

Simply, Hamilton played into a Middlebury squad that ran with a completely different strategy than any team it has faced all year.

"Our defense is built around stopping the run, but Middlebury had a pass-happy offense," said defensive end Conner Smith '12. "We were forced to get away from blitzing because we were [in nickel coverage] the whole game."

Indeed, the Continentals decided to roll with a three man rush for the entire game but were still unable to stop sophomore quarterback MacCallum Foote. Foote completed 22 of 36 pass attempts for 266 yards and threw four touchdowns and one pick.

The Panthers were able to spread the Continentals' secondary very thin. Four different Panthers caught four or more passes.

The Continentals' game plan to drop into eight-man coverages was curious. Considering their undersized defensive line, it didn't make much sense for them to stop blitzing. Foote had a ton of time and his wide receivers were able to get open all day.

The day wasn't without positives, though. Even though Hamilton has just one game left, it was nice to see their offense get into a groove. Jordan Eck '13 continued to be a metronome for the offense. He again completed over 70 percent of his passes (33 for 47) and threw for 273 yards and a touchdown. He did throw two interceptions, which made the defense's job harder, but had a generally positive day.

Eck's solid effort opened up Hamilton's running game for the first time all year. James Stanell '14 ran for 101 yards on 24 carries with two one-yard touchdowns. The running back also caught eight passes for 40 yards. Stanell attributed the team's success to the offensive line. "Their pass-blocking was superb, as well as their ability to open holes in the run game, anchored by guard Nick Robinson '13," he said.

The Continentals wrap up their season on Saturday, Nov. 12 against Bates.

Star Sullivan '12 and rookie Coach Stockwell ready for NESCAC challenge

by Stephen LaRochelle '14
Sports Staff Writer

It's a year of change for the Hamilton basketball program. Under the leadership of newly hired coach Adam Stockwell, the Continentals are joining the ultra-competitive NESCAC after a long and successful run as one of the Liberty League's elite programs.

Poised and ready to guide the team through the murky waters of transition, though, is a strong and steady core of experienced players. Hamilton's top six scorers from last season return, led by Liberty League Player of the Year Pat Sullivan '12 and all-Liberty League performer Ephraim McDowell '12.

Sullivan, the six foot seven forward, averaged over 17 points and six rebounds per game last season, providing the Continentals with a dominant presence on both sides of court. McDowell, a guard with a solid touch from beyond the arc, added 11 points per game as Hamilton went 16-10 before falling to Skidmore in the 2011 Liberty League championship game with an NCAA tournament bid on the line.

Avenging the frustrating loss to Skidmore isn't even on Hamilton's radar this season as the Continentals exchange Liberty League foes for a new set of much tougher NESCAC rivals.

Of the Elite eight teams in the NCAA Division III tournament last season, three of them (Williams, Amherst, and Middlebury) hailed from the NESCAC. Middlebury (28-2) and Williams (29-3) both fell in the national semifinals.

Hamilton incurred double-digit losses against both the Ephs and the Panthers in non-conference matchups last winter.

"Entering the NESCAC motivates the entire team," Sullivan explained. "We realize that the competition is much better than the Liberty League."

The competition looks to be just as brutal in 2011-12, as Williams, Amherst and Middlebury are ranked third, fourth and fifth respectively in the D3hoops.com pre-season poll. Williams and Middlebury each received multiple first place votes nationally.

Still, the Continentals are poised and confident as they enter the season.

"[Entering the NESCAC] hasn't changed our approach much at all," noted sophomore point guard Greg Newton, one of the Liberty League's top rookies last season. "We still do the same things to prepare for the season no matter what the schedule looks like."

Newton acknowledges, though, that the 2011-12 campaign is not just business as usual.

"What has changed is our enthusiasm toward the season. We have been looking forward to it for a while. We have put in a lot of time and effort in the last couple of months." Time and effort that Pat Sullivan hopes will result in a fluid transition:

"Certainly having a core group of players returning helps. Our team chemistry is great and I have enjoyed the leadership roles that all our returners have taken."

"Since I have been here, one of the main strengths of our program has been its chemistry," Newton added in a similar vein. "Everyone is eager and willing to learn from the coaching staff as we move closer and closer to games."

The eerie similarity of Newton and Sullivan's comments suggests that the team is already developing a distinctive identity under its new coaching staff.

"Coach Stockwell has been a great addition to our program," Sullivan noted. "He will certainly help us in accomplishing our goals."

Hamilton opens with a non-conference battle with Bridgewater State on Nov. 18, and the team is determined not to look too far past that for now.

"We try to focus on one game at a time," Newton insisted. "We really would like to get this season started off on the right foot."

PHOTO BY MIKE DOHERTY

"We would like to prove ourselves as a legitimate contender our first year in the league. Being that this is my last year, I am looking forward to every game that we play."
—Pat Sullivan '12

Building up a solid resumé of non-conference victories at the beginning of the season would provide Hamilton with a lot of confidence heading into its marquee NESCAC battles later in January and February. The team will play 11 very winnable non-conference games before Bowdoin and Colby come to town on Jan. 6 and 8.

Still, the overarching goal of the 2011-12 season was most succinctly expressed by Sullivan:

"We would like to prove ourselves as a legitimate contender our first year in the league. Being that this is my last year, I am looking forward to every game that we play."

H SPECTATOR SPORTS
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Hamilton water polo defeats NYU to place fifth

PHOTO BY NOHA IBRAHIM '15

The water polo club stands proudly after winning two of three games in the National Club Championship.

by Kendall Weir '12
Sports Editor

Who says you can't beat the same team three times in a season? The Hamilton Water Polo Club does.

The Collegiate Water Polo Association (CWPA) Division III Club Championship took its course as if Hamilton was destined to get a final chance against bitter rival NYU after already losing to them twice this season. The third time was truly a charm.

In a low scoring affair, eighth-seeded Hamilton more than held their own in a see-saw game against top-seeded Monmouth College, this year's Heartland Division Champions. The Continentals led 2-1 at the half, thanks in large part to successful shutdown defense and lights out play by netminder Graham Boyd '14.

"The biggest factor in the Monmouth game was defense," said first-year player Nicholas Ruppel '15. "Graham 'Big Cat' Boyd had his best game of the season. He was the reason we were able to stay in that game." Ruppel scored the equalizer with under two minutes to play to make it 5-5, but Player of the Game Steve Collins '12 of Monmouth found the back of the net with 12 seconds to play to hand host Hamilton a heartbreaking loss.

In Hamilton's next matchup against Carnegie Mellon University (CMU), defense played substantially less of a factor. Thomas Youngblood '13 scored seven goals, including one with just five seconds left on the clock, to cap off the Continentals' rally over CMU and seal a 10-9 victory.

Their first two games were decided in the waning seconds. They lost to NYU twice this season. What better way to end their season than to get one last shot at them to compete for fifth place at the 2011 Division III National Club Championship?

"This is our third year in this league, and every game we play against them always gets heated," asserted Co-captain James Crafa '12. Hamilton certainly came out heated, jumping out to a quick 3-0 lead in the first period, with goals by Youngblood, Taylor Hogenkamp '13 and Reuben Dizengoff '15.

The Hamilton and NYU water polo clubs have fostered a rivalry in which, regardless of what happens during the rest of the season, their games will always come down to the end. They get to play their own Backyard Brawl, only theirs is in the pool.

Ruppel and Youngblood scored down the stretch, and Hamilton's refined defense successfully put down NYU's attempt at a rally. The Continentals edged the Bobcats 11-9 to place fifth in the 2011 Division III Collegiate Club Championship.

"Beating NYU during my last game as a Continental is something I will never forget," said Crafa, ecstatically. "To finally beat them at Nationals, at our home pool, is one of the greatest memories I will have at Hamilton."

Crafa sternly commented that, "Without Graham [Boyd], we wouldn't have stood a chance against any team there," and Ruppel added, "It's no secret [Youngblood] is our best offensive weapon. As they say in water polo, he rips twine." Next year's unquestioned leaders, Boyd and Youngblood, both made the all-tournament team.

As the captains called for in earnest leading up to the tournament, Hamilton students, faculty and staff flocked to Bristol Pool in full force to promote the team's success. Youngblood said, "I have never heard the pool get that loud and revved up. We definitely wouldn't have done so well had we not had the support from so many fans."

Crafa and Co-captain Tom Cyran '12, despite being saddened at parting ways with a team they helped build, could not have ended their water polo careers on a better note and have reason to be enormously optimistic about the club's future.

Women's hockey to try new offensive scheme

by John Wulf '12
Sports Staff Writer

The Hamilton women's hockey team finished sixth in the NESCAC last season—far from embarrassing, but also far short of the team's expectations. The girls had hoped to reach the second round of the NESCAC playoffs for the first time since the 2006-07 season. However, Hamilton couldn't overcome a rash of injuries and once again lost in the first round. As goalkeeper Becca Hazlett '13 put it, "Last year was a pretty tough year…we seriously underachieved and were hoping for a much better outcome." But as winter draws near, hope springs eternal.

In order to improve upon last year, Coach Knight has implemented a new offensive system. Known as the "three back system," or a "2-3," the system predicates itself on putting pressure on the other team's defense. Riley Smith '12 believes it will force more turnovers which, in turn, will "help us become more of an offensive threat." Other NESCAC teams employ the same style of offense, but Hamilton's switch should catch other teams by surprise. In order to learn the system, the team will rely on its senior leadership.

Meredith Bitterman '12, one of the top scoring defenseman in the NESCAC, will lead the defense alongside Jennifer Keefe '12 and Kristen Pallen '12. Laura DiCarlo '12 and Riley Smith, who have forty career points between them, are the senior forwards. Aside from DiCarlo and Smith, the team's talented sophomore class should also provide offense.

Forwards Stephanie Lang '14, Nikki Haskins '14 and Gigi Fraser '14 finished 6th, 8th and 11th in the NESCAC in terms

see W. Hockey, page 15

PHOTO BY MIKE DOHERTY

Becca Hazlett '13 is optimistic about her team's chances this year.